

**Teacher Education and Mentoring (TEAM) Program
THREE-YEAR DISTRICT SUPPORT PLAN FOR BEGINNING TEACHERS AND MENTORS**

School Years Covered in Plan: 2019-2022

District: Avon Public Schools
Address: 34 Simsbury Road
Avon, Connecticut 06001

District Facilitator (DF): Lisa Cleveland
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TEAM Coordinating Committee Member Names and their Staff Roles:

Donna Nestler- Rusack – Assistant Superintendent for Teaching & Learning
Lisa Cleveland – TEAM District Facilitator
Steve Greco - AMS Social Studies
Jeff Lombardo– AHS English
Nathan Strick– TBS Music
Suzanne Delgallo, RBS Elementary Art
Steve Muench– AEA Representative, AMS Math

District Profiles: Refer to Strategic School Profiles on state website

Dr. Bridget Heston-Carnemolla
Superintendent's Name

Lisa Cleveland
District Facilitator's Name:

Superintendent Signature Date

District Facilitator Signature Date

PART I: DISTRICT INFORMATION

Criteria and process for identifying TEAM Coordinating Committee (TCC) members.

TCC Membership

TCC will have **two permanent members** in order to provide stability and continuity – an administrator (Assistant Superintendent) and TEAM District Facilitator. Other members will have a 3 year term.

- Donna Nestler- Rusack, Assistant Superintendent (permanent)
- Lisa Cleveland, District Facilitator for the TEAM Program (permanent)
- Steve Muench– Association Representative (term expires 2022)
- Jeff Lombardo– AHS (term expires 2022)
- Stephen Greco – AMS (term expires 2022)
- Nathan Strick – TBS (term expires 2022)
- Suzanne Delgallo- RBS/PGS (term expires 2022)

Identifying TCC Members

District personnel who are interested in participating or who have been recommended to serve on the TCC will be notified by the District Facilitator of their role and responsibilities serving on the TCC. A minimum of four certified professional employees including representation from, but not limited to the district facilitator, a trained mentor teacher, an administrator and a representative from the teacher’s bargaining unit. Additional members shall be representative of the elementary, middle and high school levels. Careful consideration will be given to selecting teachers who have recent experience mentoring a beginning teacher/participating as a cooperating teacher or who have demonstrated experience and commitment to the goals of the district.

TCC Meetings

- TCC members will plan to meet once per school year to discuss the fidelity and implementation of the TEAM Program and will report back to building leadership

Communication to Central Office

- Bi-annual updates to the Leadership Team by the Assistant Superintendent who is also a member of the TCC. District Facilitator may also share information as needed

Communication to Mentors and Beginning Teachers

- District Facilitator will communicate regularly with beginning teachers, mentors and administrators about training, workshops and support work as made available by either the state or district. The District Facilitator will ensure that beginning teachers and mentors subscribe to the TEAM website: www.ctteam.org as well as the Department of Education TEAM link: <https://portal.ct.gov/SDE/TEAM/Teacher-Education-And-Mentoring-TEAM-Program>

PART II: GOALS, ACTIVITIES, AND BUDGET

The Mission of the TEAM Program: *To promote excellence, equity and higher achievement for Connecticut students by engaging teachers in purposeful exploration of practice through guided support and personal reflection.*

District's three-year objectives related to the state's mission statement for the Teacher Education and Mentoring Program:

Beginning Teachers

1. Goal: Establish a collaborative and supportive culture which supports the professional growth of teachers ensuring student success.
2. Goal: Provide on-going systematic professional learning centered around the *CCT Performance Profiles* (CT State Department of Education) to develop the attributes needed to be a reflective practitioner who continually seeks to improve his/her craft.

Mentors

3. Goal: Institute the practice of learning-focused mentoring. Provide on-going systematic professional learning communities to develop the attributes needed to be a successful mentor.

Thus, Resulting in Students

4. Goal: To inspire in each student a joy and passion for learning and a commitment to excellence, personal integrity and social responsibility.

District TIMELINE for Module Completion by TEAM participants.

NOTE: The purpose of this timeline is to assist beginning teachers and mentors in planning professional growth activities for the year. The two year plan is an intended timeline for completion of the entire program.

CATEGORY 1: FULL FIVE MODULE PROGRAM

Module	Completion Date by	Year in Program	Review of Papers
<i>Module 1: Classroom Environment, Student Engagement and Commitment to Learning</i>	December 31	Year 1 of Program*	In-District Review Schedule
<i>Module 2: Planning for Active Learning</i>	May 31	Year 1 of Program*	In-District Review Schedule
<i>Module 3: Instruction for Active Learning</i>	December 31	Year 2 of Program*	In-District Review Schedule
<i>Module 4: Assessment of Learning</i>	May 31	Year 2 of Program*	In-District Review Schedule
<i>Module 5: Professional Responsibilities and Teacher Leadership</i>	September 30 of Year 1	Year 1 or 2 of Program*	In-District Review Schedule

CATEGORY 2 : TWO MODULE PROGRAM**

Module	Completion Date by	Year in Program	Review of Papers
<i>Module 1: Classroom Environment, Student Engagement and Commitment to Learning</i>	First Module by December 31 Second Module by May 31	Year 1 or 2 of Program	In-District Review Schedule
<i>Module 2: Planning for Active Learning</i>	First Module by December 31 Second Module by May 31	Year 1 or 2 of Program	In-District Review Schedule
<i>Module 3: Instruction for Active Learning</i>	First Module by December 31 Second Module by May 31	Year 1 or 2 of Program	In-District Review Schedule
<i>Module 4: Assessment of Learning</i>	First Module by December 31 Second Module by May 31	Year 1 or 2 of Program	In-District Review Schedule
<i>Module 5: Professional Responsibilities and Teacher Leadership</i>	September 30 of Year 1	Year or 1 or 2 of Program	In-District Review Schedule

* Beginning teachers will be given three full years to complete requirements of TEAM from their “entry date” in the program. Districts are not obligated to provide mentorship to a beginning teacher in Category 1 who is in their third year of participation in the program if a full two years of mentorship has already been provided and funded. A beginning teacher in Category 1 who does not successfully complete program requirements at the end of his or her third year of participation, will not be eligible for provisional certification or the reissuance of their initial educator certificate.

** Category 2 teachers are required to receive mentorship for one year and are expected to complete two modules (selected from Modules 1-4). In addition Category 2 teachers will be required to participate in Module 5.

Budget:

Local and regional boards of education will develop an annual budget to support the activities detailed in the three-year teacher education and mentoring plan. The CSDE will allocate funding directly to LEAs to offset the costs of TEAM implementation based on the beginning teacher population.

District budget will be reviewed annually, based upon the expected number of teachers who must participate in the TEAM Program and the number of mentors needed. Annual budget will be established to include:

- Annual stipends for mentors according to established AEA contract agreement
- Annual stipend for District Facilitator of the TEAM Program
- Annual stipend of $\frac{3}{4}$ of hourly rate paid per paper for regional reviewers
- Substitute coverage for mentors and beginning teachers to participate in the activities and modules required in the three year education and mentoring plan (up to four half days per school year). Examples include:
 - participation in professional development workshops as related to beginning teacher's modules/PGAPs
 - classroom observations of mentor/mentee/district colleagues
 - training sessions to address issues specific to the PGAP and mentoring modules
- District-sponsored PD or release time for teachers to attend TEAM Initial Support Training to be trained as mentors/cooperating teachers
- District-sponsored PD or release time for trained mentors to complete TEAM Mentor Update training
- District-sponsored PD or release for teachers to attend Initial Reviewer Training and on-line Reviewer Update training
- Use of the TEAM Data System (operated by EASTCONN)

Additional Resources may be applied towards the following:

- District Facilitated Conversation of Module 5
- Professional Development for Mentors and Beginning Teachers related to Modules 1-4

Annual report shall be provided to the Assistant Superintendent and shall include the following:

- Beginning teacher and mentor assignments
- Beginning teacher and mentor module progress
- Mentor stipend payment
- Reviewer stipend payment

PART III: MODULE FIVE

Beginning teachers shall satisfactorily complete instructional modules in the following areas: (A) classroom management and climate which shall include training regarding the prevention, identification and response to school bullying, as defined in section 10-222d, and the prevention of and response to youth suicide; (B) lesson planning and unit design; (C) delivering instruction; (D) assessing student learning and (E) professional practice.

Beginning teachers and all certified staff must complete required trainings in on the following:

- Avon Public Schools Policies and Procedures
- Bloodborne Pathogens Prevention in Schools
- Bullying Prevention in School
- FERPA: How to Protect Student Privacy
- Sexual Harassment - What Employees Need to Know
- DCF Mandated Reporter Training

Module Five Facilitated Conversation will take place in September of Year 1 for the beginning teacher in an after school session. Mentors are invited to attend the session, but are not required to do so. Facilitated conversations are meant to raise teachers' level of awareness about responsible, professional behavior. In addition, the District Facilitator will review the ***Code of Professional Responsibility*** located within the Common Core of Teaching.

The District Facilitator will facilitate a conversation and have break out discussions around ethical and professional dilemmas that cover the following scenarios:

- I. Situations involving students
- II. Professional ethical situations
- III. Community and family situations
- IV. Bullying situations

Beginning teachers will document completion of Module Five via the survey questions located on their Beginning Teacher Dashboards of the TEAM website.

PART IV: MENTORS

Mentor Selection Process:

Individuals who are employed by the Board of Education and apply to become mentors must meet the following criteria:

- Possession of a professional or provisional educator certificate
- Have at least three years teaching experience in Connecticut, including at least one year experience in the district in which they are presently employed
- Tenure in the district
- Teachers previously trained in TEAM in another district must have earned tenure in Avon before they can serve as a mentor/cooperating teacher
- Recommendation of building principal or supervisor

Prospective Mentors Should Demonstrate:

- Effective teaching practice as defined in the Common Core of Teaching (CCT)
- Ability to work cooperatively as a team member to aid the professional growth of a beginning teacher
- Professional commitment to improving the induction of beginning teachers into the teaching profession
- Ability to relate effectively to adult learners
- Ability to be reflective and articulate about the craft of teaching and learning

Mentor Training:

- Mentors must successfully complete the **TEAM Initial Support Training** (2 day) in order to support a beginning teacher
- Mentors must complete mandated **Mentor Update Training** every three years
- The District Facilitator will annually review the current list of active mentors to determine which teachers are required to complete the update training and notify them in writing
- Mentors who do not complete mandated Mentor Update training prior to the expiration of their eligibility will be notified by the District Facilitator that they will be removed from the eligible pool of current mentors and will be **required to repeat the 2-day TEAM Initial Support Training** prior to being assigned to a beginning teacher or student teacher
- Training for mentors & mentees will be provided centered on the mentoring modules and the use of the web-based system for documentation of the mentoring module plans

Mentor Pool:

- In the event of a limited pool of eligible mentors, the district must provide training in order to fulfill state mandates

Assignment of Mentors:

- Mentors must have successful completion of **TEAM Initial Support** training or **Mentor Update** training prior to being assigned to a beginning teacher or student teacher
- Mentors must be assigned to a beginning teacher within 3 days of their teaching assignment
- The District Facilitator will work cooperatively with the building administrator to assist in the assignment of mentors
- Mentors will be assigned to beginning teachers within the same content area and/or grade level. Whenever possible, the mentor should also be in the same building as beginning teacher
- If a mentor in the same content area and/or grade level cannot be found, then a trained mentor from another content area or other building may be assigned
- In rare cases, a mentor may be assigned to no more than two beginning teachers at a time for one school year

Mentor Stipends:

- Avon teachers participating in the State of Connecticut TEAM program as mentors shall be paid annually, per mentee, for each year of the agreement an honorarium as follows (Appendix B-3):
 - 2019-20: \$1418
 - 2020-21: \$1446
 - 2021-22: \$1479
- Each mentor shall provide 50 contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module (exception made for Module 5)
- District Facilitator will monitor the number of mentoring hours provided to each beginning teacher through the beginning teacher mentoring logs to ensure support hours are meeting mandated requirements
- The district will receive an annual allocation from the state for each beginning teacher to whom they provide mentorship*
- A mentor may be assigned to two beginning teachers and be paid according to the bargaining agreement
- Stipends must be included in a person's total earnings for the purposes of retirement

*If a collective bargaining agreement exists, the district is **NOT** obligated to pay the state allocation above what they have in the teacher contract. The district may choose to use state allocation towards the payment of mentors or to pay for other activities as outlined in the three year support plan.

PART V: BEGINNING TEACHERS

The District Facilitator will conduct an orientation to the TEAM Program for all beginning teachers required to complete TEAM as part of the New Teacher Induction Program which takes place in August. Participants of the TEAM Orientation will know: the mission and goals of the TEAM Program; the expectations of the TEAM Program and the district; and the supports are available from the district. At the end of the orientation of the TEAM Program, participants will be able to discuss the Process of Continuous Professional Growth with their mentor; understand the district's expectations for TEAM completion; and develop a two-year plan mentoring plan.

The District Facilitator will issue a TEAM Registration Letter to each beginning teacher required to complete TEAM noting their TEAM entry date, TEAM completion deadline and their assigned mentor.

The District Facilitator will collect and maintain a record of the beginning teachers' Two Year Support Plans. In addition the District Facilitator will oversee and monitor the following components to ensure that beginning teachers are on track to successfully complete TEAM by their deadline date:

- ensure mentors and mentees are working together to complete the Professional Growth Action Plan (PGAP)
- develop PD activities and provide resources related to modules as outlined in the Two Year Support Plans
- communicate regularly with beginning teachers and mentors about module progress and pending district and/or state deadlines
- monitor beginning teacher and mentor meeting logs and communicate any concerns with mentors and/or the assigned administrator
- ensure the assigned administrator signs off on Professional Growth Plan of the beginning teacher
- communicates with Assistant Superintendent with any additional concerns about mentee's progress to determine if additional support is needed

Documentation of professional growth module completion

- Beginning teachers shall submit a reflection paper, to be signed by the mentor, that summarizes, describes, or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning contributed to the development of the beginning teacher
- The reflection paper will be submitted through the TEAM website in order to demonstrate and document module activities and outcomes aligned with the *Criteria for Successful Completion of a Module*
- The mentoring modules are designed to be completed in order. It is recommended by the TCC that a beginning teacher not work on more than one mentoring module at a time and that only one PGAP be submitted at a time

- District Facilitator will verify the successful completion of TEAM modules based on in-district review results and confirm this to the LEA and superintendent who will attest to the CSDE confirmation that the teacher is eligible for provisional educator certification

PART IV: REVIEW OF MODULES

Module Review Process:

Review Option: In-District

Selection of Reviewers:

- Teachers may be recommended to serve as a regional reviewer by the TCC or by their building administrator
- The number of reviewers who participate on the regional review committee must be proportionate to the number of beginning teachers and papers anticipated. The number of reviewers will depend on the number of reflection papers that will need to be submitted
- Any person participating in a regional or district consortium review committee must participate in specific training for this purpose and participate in a **Reviewer Update Training** every year
- The District Facilitator will disseminate reflection papers using an ID number associated with the beginning teacher in order to assure confidentiality of the beginning teacher and their results
- Any beginning teacher who does not meet successful completion of a reflection paper will be notified by the District Facilitator
- The District Facilitator will be available to offer additional feedback and support on the reflection paper
- Beginning teacher who does not meet the criteria for successful completion will revise the reflection paper and resubmit

Reviewer Training:

- Teachers must attend an **Initial Reviewer Training** to be eligible as an in-district or regional reviewer
- Trained reviewers must complete an annual **Reviewer Update Training** before they can review papers
- The District Facilitator will annually review the pool of trained reviewers. The TCC will attempt to ensure there are trained reviewers at the elementary, middle and high school levels
- The TCC will assist in the recruitment of teachers to become trained reviewers

Reviewer Stipend:

As part of their participation on the Regional Review of TEAM reflection papers, teachers who are trained as TEAM reviewers will receive the following pay rate per paper (3/4 contracted hourly rate):

- 2019-20: \$39.81 (**\$29.86**)
- 2020-21: \$40.61 (**\$30.46**)
- 2021-22: \$41.52 (**\$31.14**)

Process to Resolve Disputes:

- 1) The BOE shall **not** consider a teacher's completion of the teacher education and mentoring program as a factor in its decision to continue a teacher's employment in the district. Furthermore, the successful completion or non-successful completion of a beginning teacher's reflection paper(s) or any other activities completed as part of the TEAM program must **not** be used as a factor in a district's decision to continue or terminate employment of the beginning teacher.
- 2) A subcommittee of TCC members (two of three members rotate yearly, a special education teacher to be included if dispute involves a disability issue) will be established annually.
- 3) Parties requesting resolution of disputes or appeals will submit concerns in writing to the District Facilitator, who will notify the TCC within one week.
- 4) Subcommittee will review requests, meet with individual parties (if necessary) and make recommendations for resolution to the Superintendent who will notify the parties involved.
- 5) District will follow procedures established for in-district or regional review of reflection papers that do not meet successful completion standard. If, after following these procedures, a beginning teacher still has a dispute about the outcome of his/her reflection paper, the Superintendent will request that a lead reviewer review the most recently submitted reflection paper.
- 6) Requests for special accommodations will be submitted to the District TEAM Facilitator in writing and will be reviewed by the TCC on a case-by-case basis. Teachers making such requests will be notified of the results of the review within two weeks. Each request must be dated, typed or printed on official letterhead and be signed by a physician, clinician or certified evaluator qualified to make the diagnosis (include information about license or certification and area of specialization). Such documentation must include a:

- clear statement of the diagnosed disability or disabilities
- description of the evaluation tests or techniques used
- description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities)
- current diagnosis – i.e., completed within the last five years for learning disability, last six months for psychiatric disabilities, or within the last six months for physical disabilities/illnesses (these currency requirements may be waived upon a showing of the continuing relevance of older documentation)
- description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities

Documentation must also include:

- the type of accommodation(s) requested
- a description of why the(se) accommodation(s) are necessary
- the nature of the teacher’s disability
- the date of the most recent evaluation
- what, if any, accommodations have been received within the past 5 years in employment

Dissolving Mentor Placements and Removal from the Eligible Pool of Mentors and/or Cooperating Teachers:

1. Steps in procedure for dissolving mentor placements:

- a. Concerns about an individual mentor, cooperating teacher and/or mentor and beginning teacher matches should be communicated to the District Facilitator
- b. The District Facilitator will contact the building administrator and/or a member of the TCC, or university supervisor to assist in the mediation and possible resolution of concern
- c. If resolution cannot be reached, the District Facilitator will work with the building administrator to determine additional strategies for possible resolution or consideration of dissolution. Reasons for dissolution may include:
 - i. Practicability – assignment out of building/subject area
 - ii. Illness – health problems create a hardship
 - iii. Personal – family considerations
 - iv. Professional – mentor/mentee not meeting standard of 10 contact hours per module
- d. The District Facilitator will notify parties concerned of decision to dissolve placement or not

- e. If placement is dissolved, the building administrator works with TCC to assign another mentor; TCC will determine if mentor qualifies for partial/entire mentor stipend
2. Steps in procedure for removal for good cause of teacher from current mentor pool:
- a. The TCC will decide upon the matter of “good cause” based upon the following standards of performance for mentors
 - i. Guiding mentees through the successful completion of module process
 - ii. Attendance at required district/building meetings; completing required update trainings; PD workshops
 - iii. Electronic mentor logs reflect required contact hours (10 hours per module) with mentee that reflect meetings taking place during the course of 6 – 10 weeks; summaries of meetings are focused on respective module
 - iv. Demonstrating professional behavior reflecting support of the district’s goals